



# **Teacher Guide for Alternate Assessment based on Alternate Achievement Standard**

**Updated February 2010**

For future updates and additional materials, visit:

**[www.ican.doe.state.in.us](http://www.ican.doe.state.in.us)**

## Login

Log on to: [www.ican.doe.state.in.us](http://www.ican.doe.state.in.us)

1. Click on the **Click to Login** button.
2. Enter **username** and **password**.
3. Check **I Agree** (FERPA).
4. Click **LOGIN**.

Username and passwords are issued and maintained by school systems and special education cooperatives. Please contact the local ISTAR administrator with login questions.

Above the login is the statement: *"The School Corporation has determined that I am, by definition, a school official who has legitimate educational interest in reporting and accessing ISTAR data. I am aware of my obligation to respect the confidentiality of student records as defined by the Family Educational Records Privacy Act (FERPA)."*

**I agree** must be checked before clicking the **LOGIN** button, which signifies that the user will abide by FERPA

## My Dashboard Overview

The Dashboard is the initial screen presented to any user at login. The Dashboard serves as a starting point for all system tools and functions. Information presented on the Dashboard is specifically displayed based on the user's security permissions and account type. This allows each user of the system to have their own unique page, displaying user-specific information.



Welcome, Teacher, Demo1  
(Teacher)

[Home](#) | [My Account](#) | [Resources/Support](#) | [Logout](#) | [Print Queue](#)

Home: Returns the user to the "My Dashboard" page.

My Account: Allows user to modify their account settings, such as email address, password, or turn the signature pad on or off.

Resources/Support: Launches a new browser window displaying the ISTAR public website which contains training materials and help/support options.

Logout: Ends the user's session and returns them to the login page.

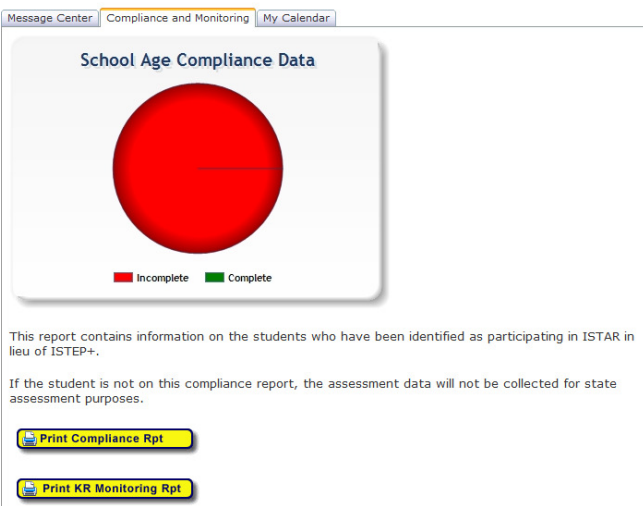
Print Queue: Allows the user to monitor the status of pending reports, as well as view them.

# My Dashboard Overview


Message Center: Displays system generated messages.

Compliance and Monitoring: (SCHOOL AGE ONLY) Features a pie chart that represents the list of students that are on the teachers ISTAR Assessment list.

## My Dashboard



Click on *Print Compliance Report* to create an ISTAR report that displays information relevant to the user. The ISTAR Compliance report will let users know which students are complete and incomplete during the ISTAR window. It will list name, teacher, school, birth date, grade, exceptionality, criteria and date of finalization. Progress on assessments can be monitored regularly to assure compliance.

<div><b>ISTAR Compliance Report</b> Smith, Jane Report Date: 2/28/2009 - 8:4 AM</div>										
<b>Incomplete (4 students)</b>										
Student	Teacher	School	Birth Date	Grade	Exceptionality	Cognitive	M	Criteria		
								LA	SC	SS
Demo 1, Student	Smith, Jane	Demo School	2/6/2000	04	Severe Cognitive Disability	-3	IL	IL	IL	X
Demo 2, Student	Smith, Jane	Demo School	2/8/2000	04	Multiple Disabilities	-3	IL	IL		X
Demo 3, Student	Smith, Jane	Demo School	10/8/1997	05	Multiple Disabilities	-3	IL	IL	X	IL
Demo 4, Student	Smith, Jane	Demo School	9/7/1999	04	Multiple Disabilities	-3	IL	IL		X
<b>Complete (0 students)</b>										

My Calendar: (In Development)

# My Caseload Overview

## My Caseload Menu Panel

Add/Find Student: Allows a user to search for and claim students.

ISTAR Assessment: Contains students, to which the user has specific access, participating in the Alternate Assessment.

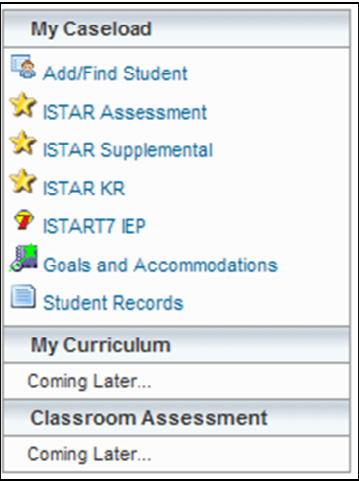
ISTAR Supplemental: Contains students, to which the user has specific access, being assessed in ISTAR as a Supplemental Assessment.

ISTAR KR: Contains students 0-5, to which the user has specific access, being assessed in ISTAR for kindergarten readiness (KR).

ISTART7 IEP: Contains students, to which the user has specific access, with ISTART7 IEP's.

Goals and Accommodations: Provides an interface for accessing goals, accommodations and reporting progress on goals.

Student Records: Provides an interface for editing student-specific demographics, process/purpose and viewing historic Case Conference reports.



## My Curriculum and Classroom Assessment

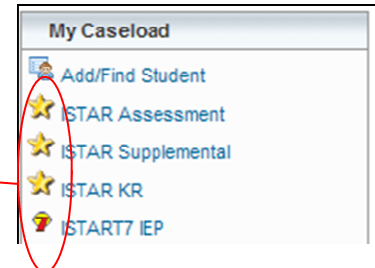
(In Development)

# Building Your Caseload Lists

## Finding Students in the System


In order to access student information, either for the purpose of review or to modify, the student must first be placed on one of your [caseload lists](#), found under the “My Caseload” section of the Dashboard Menu.

1. Click the Add/Find Student link under “My Caseload”.




Manage Student Access

**Type the student's last name and click the "Search" Icon**

Student Last Name:  Student First Name:  (optional) 


☐ Show Unassigned Students Only

2. In the **Student Last Name: box**, type the last name and first name (optional) of the student you are searching for click the SEARCH icon. 
3. To limit your search to show Unassigned Students Only, click the **checkbox**.
4. All schools to which your account has been given access will be searched and any students matching your search criteria will be returned in the RESULTS section. Depending on the current assignment status of the student, each returned result will have different icons:







## Add/Find Students

Manage Student Access

**Type the student's last name and click the "Search" Icon**

Student Last Name:  Student First Name:  (optional) 

☐ Show Unassigned Students Only

4273Student39, Demo39	05/02/2001	C Cdemoteacher8	Indiana Department of Education	Training School	  
4295Student3, Demo3	08/27/1989	Unassigned	Admin Training	Training School	  

# Building Your Caseload Lists

## Adding Students in the System



### Add Student

If the ADD STUDENT icon is present, then this student currently has not been assigned a teacher of record (TOR). You may click this icon to “claim” the student. Once done, you will be listed as the teacher of record.

1. Click the ADD STUDENT icon.
2. Select the appropriate process/processes and follow the instructions.
  - A. If ISTART7 is the only selection, click SAVE.

- B. If ISTAR is selected, depending on the age and purpose, the user may have additional choices:
  - If student is marked grade is P - purpose is **ISTAR KR**. Student will be assessed in Mathematics, Language Arts, Personal, Physical and Social Emotional. Exceptionality will be required. Click SAVE.

# Building Your Caseload Lists

## Adding Students in the System

- If the student will participate in ISTAR Alternate Assessment (Grade 3-10), grade band appropriate assessments of Mathematics, Language Arts, Science and Social Studies (if applicable) will need to be assessed. Criteria, exceptionality and cognitive functioning will be required. Click SAVE.

**Student Name:** 4295Student36, Demo36

**Case Manager/Teacher of Record:** Stein DA, Karen ([change](#))

**Choose the Case Manager/Teacher of Record's list(s) on which the student should appear:**

☐ ISTART7  
☒ ISTAR

**ISTAR Purpose: Please Select**

☒ In lieu of ISTEP+ due to a Significant Cognitive Disability for grades 3-10  
☐ Supplemental assessment for local purposes only

This student will participate in the Alternate Assessment, ISTAR. Grade-level appropriate matrices of Math, Language Arts, Science and Social Studies (if applicable) will need to be assessed.

Exceptionality: Severe Cognitive Disability  
Cognitive Functioning: -3 Standard Deviations

This student has no ISTAR7 IEP information. Please select the appropriate criteria

Math | Language Arts | Science 4

☐ Student meets the criteria to participate in the alternate assessment for academic competence.  
☐ Student meets the criteria to participate in the alternate assessment for independent functioning.

You may also choose to assess the following areas:

☒ Math  
☒ Language  
Functional:  
☐ Physical Skills  
☐ Personal Care  
☐ Domestic Care  
☐ Community Access  
Employability:  
☐ Responsibility  
☐ Interpersonal Skills  
☐ Problem Solving  
☒ Science

[Save](#) [Cancel](#)

How To for Teachers

\*\*The functional/employability areas of physical skills, personal care, domestic care, community access, responsibility, interpersonal skills, and problem solving skills, will all be independently optional.\*\*

# Building Your Caseload Lists

## Adding Students in the System

- If the student will participate in ISTAR Supplemental, grade-level assessments of Mathematics, Language Arts and the functional/employability areas of physical skills, personal care, domestic care, community access, responsibility, interpersonal skills, and problem solving skills, will all be independently optional. Click SAVE

**Add Student**

**Student Name:** 4309Student22, Demo22

**Case Manager/Teacher of Record:** stein1, istar

**Process:**

☐ ISTART7

☒ ISTAR

☐ In lieu of ISTEP+ due to a Significant Cognitive Disability for grades 3-8

☒ Supplemental assessment for local purposes only

Please select the areas you wish to assess.

☐ Math

☐ Language

Functional:

☐ Physical Skills

☐ Personal Care

☐ Domestic Care

☐ Community Access

Employability:

☐ Responsibility

☐ Interpersonal Skills

☐ Problem Solving

**Save** **Cancel**

\*\*Students in grades K or 1 can continue to be assess in ISTAR KR for local purposes by choosing: *To Extend KR Assessment*

☒ ISTAR

**ISTAR Purpose: Please Select**

- ☒ To extend KR Assessment
- ☐ Supplemental Assessment for Local Purposes Only

\*\*Students in Grade 2 can be assessed in the ISTAR Alternate assessment prior to 3rd grade for local purposes by choosing: *To prepare for Alternate Assessment*

☒ ISTAR

**ISTAR Purpose: Please Select**

- ☒ To prepare for Alternate Assessment
- ☐ Supplemental Assessment for Local Purposes Only

\*\*Students in Grades 11 and 12 can continue to be assess in ISTAR Alternate assessment for local purposes by choosing: *To Extend High School Alternate Assessment*

☒ ISTAR

**ISTAR Purpose: Please Select**

- ☒ To extend High School Alternate Assessment
- ☐ Supplemental Assessment for Local Purposes Only

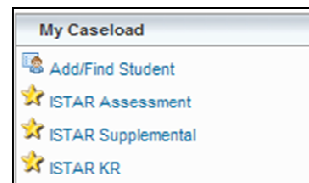


# Managing your ISTAR Caseload













## My ISTAR List

Once you have added students to your caseload, you can manage your lists through MY CASELOAD.

- Click the appropriate **ISTAR** list from the **My Caseload** tool box.




### My Student List for ISTAR In Lieu of ISTEP+

	Done	Student Name	Birthdate	Grade	Teacher of Record	School	Last Assessed	Actions
		4888Student29, Demo29	02/22/1998	6	Crawford, Sally	8801Training School		   
		4888Student5, Demo5	04/23/1990	12	Crawford, Sally	8801Training School		   

- During the current ISTAR Season, a *Done* column will appear to indicate when an assessment and the information from the student record icon has been completed.
- The *Last Assessed* column will reflect the date of the last finalized assessment.

### Reassign a Student

To reassign a student to another user.

1. Click the Reassign Student icon.
2. Type the teacher's last name in the LAST NAME box and click the SEARCH  icon.
3. From the results, CLICK THE DESIRED TEACHER (**even if only one is returned**) and click FINISH.


### Remove from List

If the REMOVE FROM LIST icon is present, then you currently have access to the student. This access may have been granted in many different ways (i.e. TOR status, invited to a Case Conference, granted access to the ISTAR assessment, etc). Clicking this icon will remove the student from all of your lists.

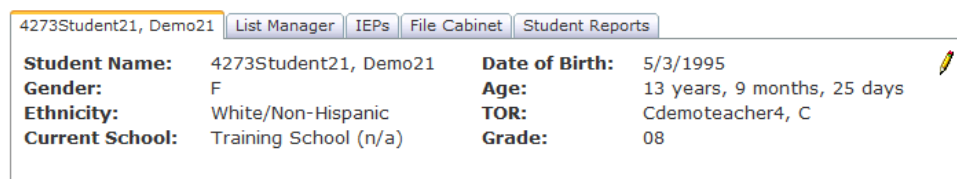
1. Click the REMOVE STUDENT icon.
2. Verify you wish to proceed by clicking YES.

# Managing your ISTAR Caseload

## Modifying/Viewing Student Records and printing ISTAR reports

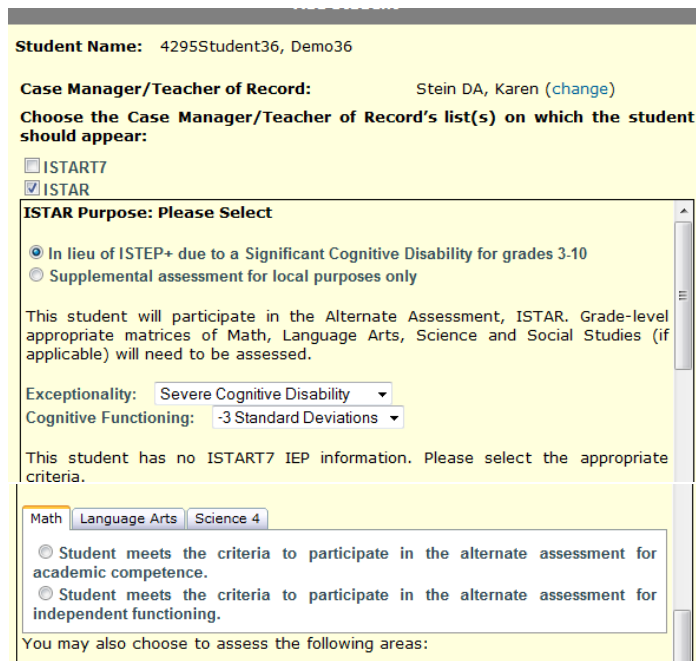
1. Click the Student Records icon.
2. State a reason for accessing the records.
3. Click PROCEED.
  - Click on the first tab and click on the  pencil to edit student and/or guardian information.

## Student Record - Detail



<b>Student Name:</b>	4273Student21, Demo21	<b>Date of Birth:</b>	5/3/1995
<b>Gender:</b>	F	<b>Age:</b>	13 years, 9 months, 25 days
<b>Ethnicity:</b>	White/Non-Hispanic	<b>TOR:</b>	Cdemoteacher4, C
<b>Current School:</b>	Training School (n/a)	<b>Grade:</b>	08

- Click on List Manager tab to view/update list or add exceptionality, cognitive and criteria



**Student Name:** 4295Student36, Demo36

**Case Manager/Teacher of Record:** Stein DA, Karen ([change](#))

**Choose the Case Manager/Teacher of Record's list(s) on which the student should appear:**

☐ ISTART7  
☒ ISTAR

**ISTAR Purpose: Please Select**

☒ In lieu of ISTEP+ due to a Significant Cognitive Disability for grades 3-10  
☐ Supplemental assessment for local purposes only

This student will participate in the Alternate Assessment, ISTAR. Grade-level appropriate matrices of Math, Language Arts, Science and Social Studies (if applicable) will need to be assessed.

Exceptionality:   
Cognitive Functioning:

This student has no ISTART7 IEP information. Please select the appropriate criteria.

**Math** **Language Arts** **Science 4**

☒ Student meets the criteria to participate in the alternate assessment for academic competence.  
☐ Student meets the criteria to participate in the alternate assessment for independent functioning.

You may also choose to assess the following areas:


- Click on IEP's tab to view current and historical records.
- Click on File Cabinet tab to view uploads and records.



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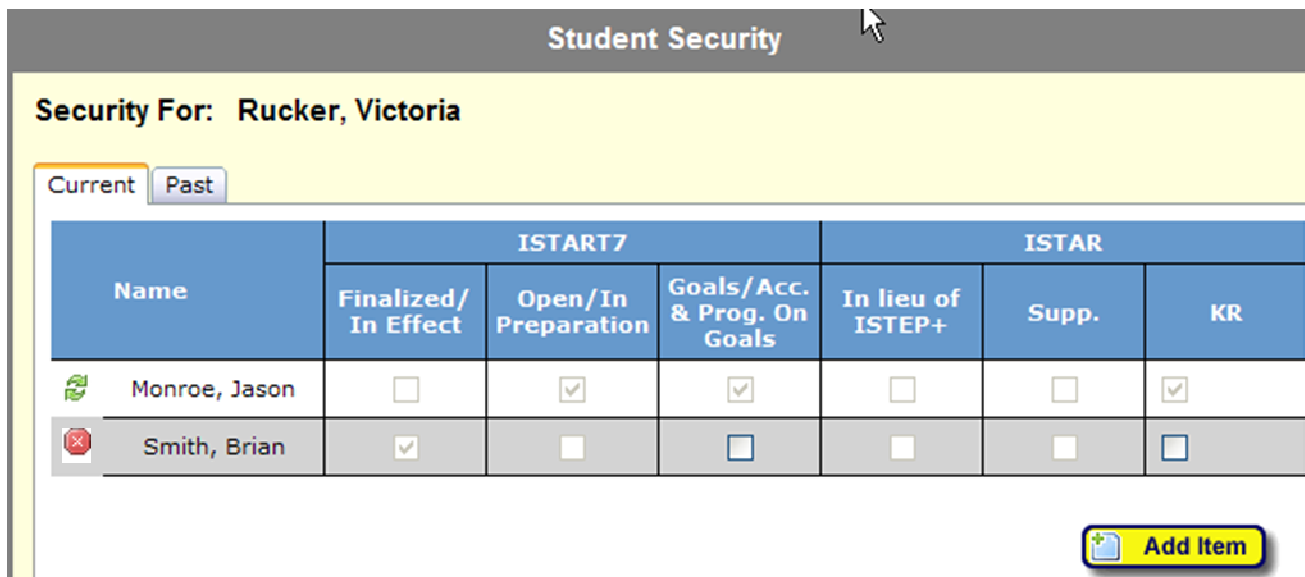
# Managing your ISTAR Caseload

## Security and Access

- Click the Security icon. The STUDENT SECURITY page contains two tabs, Current and Past. By default, the TOR will be given access to ISTART7 and/or ISTAR (depending on what processes were chosen). This account will have a reassign  icon.

Additional teachers can be added:



- Click the ADD ITEM button.
- Type the last name of the teacher to which you wish to grant access and click the search icon.
- From the returned results, click the teacher's name (**even if only one is returned**) and a SAVE button will appear (click save).
- Assign access to newly added teacher by clicking the appropriate checkboxes. (Note: Certain access can only be added within the ISTART7 CC and will be inaccessible on this page).




**Student Security**

**Security For: Rucker, Victoria**

Current Past

Name	ISTART7			ISTAR		
	Finalized/In Effect	Open/In Preparation	Goals/Acc. & Prog. On Goals	In lieu of ISTEP+	Supp.	KR
 Monroe, Jason	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
 Smith, Brian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

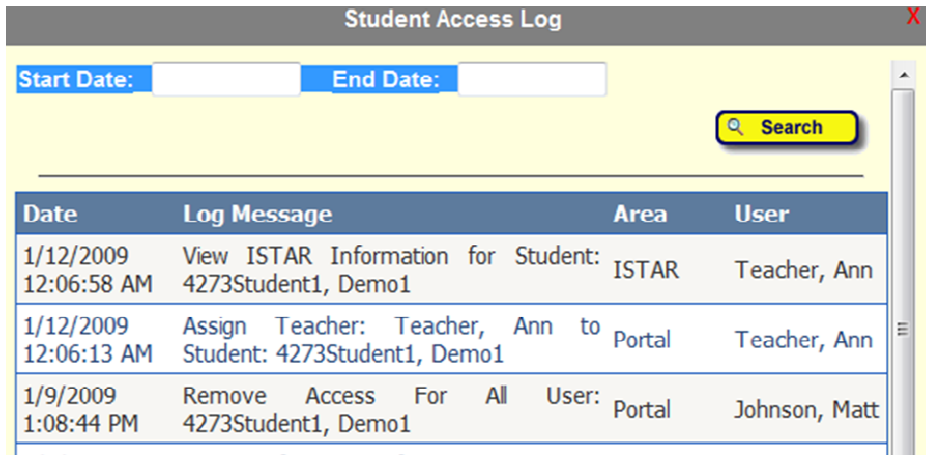


- When finished, click FINISHED at the bottom of the page.
- Users with a **“RED X”** to the left of their names can be removed by clicking the RED X. Changes to this page are immediate and there is no save button.

# Managing your ISTAR Caseload

## Student Access log

- Click Student Access log icon



Date	Log Message	Area	User
1/12/2009 12:06:58 AM	View ISTAR Information for Student: 4273Student1, Demo1	ISTAR	Teacher, Ann
1/12/2009 12:06:13 AM	Assign Teacher: Teacher, Ann to Student: 4273Student1, Demo1	Portal	Teacher, Ann
1/9/2009 1:08:44 PM	Remove Access For All User: 4273Student1, Demo1	Portal	Johnson, Matt

You may view the access log which will display various system events and a list of other teachers who have accessed the student. Some recorded events include accessing the IEP, rights assignments, viewing of records, and creation/deletions of IEPs.

- Provide a date range and click SEARCH

# Student Assessment

## ISTAR Assessment ★

Click the ISTAR icon.



- Student assessed with ISTAR KR will be assessed in Mathematics, Language Arts, Personal, Physical and Social Emotional.

Student assessed with ISTAR Alternate Assessment will be assessed in the areas of Math, Language Arts, Science and Social Studies (if applicable). The functional/employability areas of physical skills, personal care, domestic care, community access, responsibility, interpersonal skills, and problem solving skills, will all be independently optional.

Students can be assessed with ISTAR Supplemental in Mathematics, Language Arts and/or any of the functional/employability areas of physical skills, personal care, domestic care, community access, responsibility, interpersonal skills, and problem solving skills,

Click on one of the areas to assess (i.e. Math). Each area is made up of Core Standards and Performance Threads. Each thread is defined in rubric items of progressive criteria

# Student Assessment

## ISTAR Assessment ★

1. **NEW:** The user selects All performance skills/boxes per performance thread that apply to the student.

Each Performance Thread has actions related to it:

**Student8, Demo: Mathematics 2009**

Save Cancel

Select ALL rubric boxes/skills per performance thread/row that best represents the student's demonstrated skills.

**Core Standard 1: Number Sense**

**Counting and Quantity**

No Evidence	Demonstrates awareness of the presence of objects	Identifies more	Uses numbers to compare	Names and orders quantities	Describes relationships between numbers and quantity	Identifies numbers and quantity to 100	Identifies numbers and quantity to 1000	Compares numbers on a number line	Compares parts and whole	A
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Computation**

No Evidence	Manipulates objects for a purpose	Matches objects and sets	Makes a set of objects smaller or larger	Follows models of addition or subtraction situations	Describes the application of addition and subtraction situations	Demonstrates fluency with addition and subtraction facts	Adds and subtracts up to 100	A
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- Descriptive Rubric information icon - Click on this icon to view the skills the student should demonstrate at this level.

**Descriptive Rubric Information**

**Rubric Item:** Identifies more

**Description:**

- Indicates desire for "more"
- Identifies which amount is "more" (e.g. visually, tactilely, or auditorially)
- Gives more when asked
- Identifies which collection is "more" (e.g. visually, tactilely, or auditorially)

- Performance Thread Notes - individual notes can be added for each performance thread

**Performance Thread Notes**


**Rubric Item:** Compares sets of objects

**Notes:**

Save Cancel

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# Student Assessment

ISTAR Assessment 




## **Not Available for Academic Areas until later in March**

Optional Second Level Assessment - these rubric items correspond with the next level of the performance thread and can be rated with a 6 point rubric.



Welcome, Demo Teacher  
(Teacher)

 Attachments  Exit

4888Student1, Demo1: Describes relationships between numbers and quantity

 Save

 Cancel

Legend (Mouse over to expand)

Elements to Assess	[0]	[1]	[2]	[3]	[4]	[5]	[6]	Undo
Names and orders quantities								
Counts a number of objects up to 20.								
Recognizes, represents, and names a number of objects up to 10.								
Uses concepts of "most" and "least"								
Uses concepts of "all" "none" "some"								
Orders a number of objects up to 10.								

 Save

 Cancel

© 2001 - 2009 Indiana Department of Education | Teacher, Demo - Teacher - 2/1/2009

Version: 1.7.7747.20

### Assessment Score Definitions

- [0] Not Evident: No evidence exists for this element
- [1] Introduced: Element has been introduced
- [2] Emerging: In early stages of development
- [3] Developing: Progress is evident
- [4] Ongoing: In advanced stages of development
- [5] Demonstrated: Performed under direction or request
- [6] Applied: Used to complete complex tasks or solve problems

 How To for teachers

## Student Assessment

## ISTAR Assessment - Finalizing

**ISTAR Alternate Assessment** - Once all required areas have been assessed a Finalize Assessment box will appear.

[illegible]

## How To for teachers



# Managing your ISTAR Caseload

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## Printing ISTAR reports

- Click on Student Reports to create ISTAR reports. Reports from the new ISTAR Matrix (finalized assessments during or after February, 2009) and the old version, “Classic” (assessments done prior to February, 2009), are available for teachers to create.

### Student Record - Detail

Student8, Demo | List Manager | IEPs | File Cabinet | **Student Reports**


#### ISTAR Matrix Reports


For reporting on students with finalized assessments during or after February, 2009.

**Report Type:** ☒ Matrix Summary Report  
☐ Matrix Detail Report  
☐ Matrix Functional Summary Report

**Assessment Date:** 2/10/2010 - ISTAR Assessment ▾

☒ Show Notes

 **Print Matrix Report**


 **Print ISTAR Historical Reports** For reporting on students with assessments done prior to February, 2009.

• • •  
**How To for teachers**

# Managing your ISTAR Caseload

## ISTAR reports

### – Matrix Summary Report Academic Areas Report


		ISTAR Assessment		Student Name: Student8, Demo							
		Date of Assessment: 2/10/2010		Birth Date: 4/20/1999 Grade: 04							
The skills that have been assessed as being demonstrated are shaded. White boxes describe skills that have not yet been demonstrated.											
<b>Language</b>											
Core Standard 1: Word Recognition, Fluency and Vocabulary											
Demonstrates awareness of sounds											
No Evidence	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Compares sounds of different words	Distinguishes sounds within words	Decodes familiar words using phonemic awareness	Decodes unfamiliar words using phonemic awareness	Reads phrases aloud	Reads text aloud	Reads text aloud using appropriate timing and change in voice	
Core Standard 1: Word Recognition, Fluency and Vocabulary											
Demonstrates awareness of symbols											
No Evidence	Responds to familiar pictures	Labels familiar pictures	Recognizes familiar symbols	Compares, combines and orders letters and letter sounds	Recognizes that letters make words and words make sentences	Reads common sight words	Determines the meaning of compound words	Uses word families to determine the meaning of unknown words	Uses word parts to determine meaning of complex words	Uses context clues to aid in word comprehension	Explains the meaning of new words
Core Standard 2: Information Text Structure, Comprehension and Analysis											
Uses print for pleasure and information											
No Evidence	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	Orients to print in books	Chooses reading activities for meaning	Finds the title, author and table of contents of a text	Uses titles, tables of contents, and chapter headings to identify central ideas or topics	Finds basic facts and details in text	Uses graphic features of text to aid in understanding the text		

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# Managing your ISTAR Caseload

## ISTAR reports

### – Matrix Summary Report Functional and Employability Skills Report



**ISTAR Assessment**  
Date of Assessment: 2/10/2010

**Student Name: Student7, Demo**  
**Birth Date: 1/10/1999**  
**Grade: 04**

The skills that have been assessed as being demonstrated are identified by the arrow beneath the row and shaded. White boxes describe what is next.

**Responsibility**

Responsibility 1				Manages Emotions	
No Evidence	Recognizes own feelings	Applies strategies to manage emotional stress	Manages emotions	Maintains a positive demeanor in the face of challenges	Expresses a willingness to work and has a positive attitude that motivates others

→

Responsibility 2				Manages Personal Resources	
No Evidence	Recognizes positive personal qualities	Uses constructive criticism for self-improvement	Identifies current and future learning needs	Monitors and corrects own performance	Applies initiative, integrity and ethics to maximize value to the organization

→

Responsibility 3				Follows Guidelines and Rules	
No Evidence	Recognizes a policy, procedure or rule	Maintains timely attendance and follows rules	Works dependably within organizational norms	Adapts appropriately to changes in expectations	Perceives changes within the organization and adapts effectively to them

→

Responsibility 4				Manages Time	
No Evidence	Attends to defined task to maintain expected productivity	Applies strategies to manage time	Follows a daily schedule of acceptable productivity	Sets priorities and designs a schedule to independently accomplish daily tasks effectively	Accommodates unanticipated responsibilities that go above and beyond expectations

→

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2/10/10 10:53

How To for teachers

# **Indiana Standards Tool for Alternate Reporting (ISTAR)**

Federal law (IDEA 2004) and state law require that all students participate in Indiana's assessment system. For most students with special needs, this law requires participation in ISTEP+ with or without accommodations, end-of-course assessment, or an alternate assessment based on modified achievement standards. For students with the most significant cognitive disabilities, however, the case conference committee may determine that ISTEP+ is not an appropriate assessment instrument. In these cases, the alternate assessment, the Indiana Standards Tool for Alternate Reporting (ISTAR), will be utilized to assess these students on alternate achievement standards.

ISTAR is the only alternate assessment that is recognized in Indiana for the purpose of statewide accountability. ISTAR is a Web-based system that utilizes teacher ratings to measure the progress of students assessed on alternate academic achievement standards in either mathematics or English/language arts that are appropriate to the student's achievement level, without regard to the student's age. Students who have a complete ISTAR assessment will count as participating in the assessment system for purposes of federal and state school accountability determinations. Although meant to be a continuous process throughout the year, ISTAR assessment ratings must be updated and completed during the time frame of March 1 through April 30 of each testing year. Only ISTAR assessment ratings that have been completed correctly and within the required time frame will be reported for the purpose of school accountability determinations.

## **Assessment Windows for 2009-2010    March 1 - April 30, 2010**

The decision that ISTEP+ is not appropriate, and that a student will be assessed only using ISTAR, should be based on empirical evidence of a severe cognitive disability, the intensity of instruction that is required to accomplish the most basic functions, and the selection of curricular outcomes that are best measured with functional achievement standards and academic standards other than age-appropriate, grade-level academic standards. The decision to exclude the student from ISTEP+ should not be based on excessive or extensive absences; social, cultural, or economic differences; the mere existence of an IEP; special education placement or services; emotional, behavioral, or physical challenges; anticipated scores on ISTEP+; or concern for local AYP calculations. Students who participate in ISTAR in lieu of ISTEP+ are those who are not expected to receive an Indiana high school diploma. Performance on ISTAR alone will not allow a student to receive a high school diploma.

It may be determined by a case conference committee that a student would benefit from participation in both ISTEP+ and ISTAR. In this case, ISTAR is considered a supplemental assessment to ISTEP+, not an alternate to ISTEP+. Student performance, therefore, will be measured in ISTEP+ for the purposes of school accountability determinations. Assessment decisions made by the case conference committee must be documented in the student's Individualized Education Program (IEP).

## **In May of 2008, the Indiana State Board of Education approved two sets of criteria for student participation in the ISTAR assessment: Independent Functioning and Academic Competence.**

The Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on alternate achievement standards and including alternate assessment data in federal and state accountability determinations.

## **Criteria for Determining Participation in the Alternate Assessment for Independent Functioning in lieu of the general education assessment**

*The SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to apply in determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards. 34 CFR 200.6(a)(2)(iii)(A)(1)*

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards, on alternate academic achievement standards for academic competence, or on alternate achievement standards for independent functioning. If the CCC determines that a student will be assessed on alternate achievement standards, the CCC report must describe the reasons it is not appropriate for the student to participate in the general assessment or the modified assessment and include information in support of each of the criteria below. The committee must be informed that the decision to participate in an alternate assessment means that goals describing grade-level proficiency typical of students who intend to receive a high school diploma will not be included in the student's individual education program.

**CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on alternate academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)**

- 1. Presence of a Disability:** There is empirical evidence of a severe disability that precludes the acquisition of Indiana Academic Standards and a high school diploma.
- 2. Intensity of Instruction:** Even with extensive, intensive, pervasive, frequent, and individualized instruction in all settings, the student is unable to acquire, maintain, generalize, and apply academic skills across environments
- 3. Curricular Outcomes:** The goals and objectives listed in this student's IEP focus on progress within functional achievement indicators and extensions to the Indiana Academic Standards. The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals.

### **EXCLUSIONS**

The CCC's determination that the student will be assessed on alternate achievement standards cannot be based on factors such as:

1. Excessive or extensive absences.
2. Social, cultural or economic differences.
3. The mere existence of an IEP or identification in a specific disability category.
4. A specific special education placement or service.
5. Emotional, behavioral or physical challenges.
6. Anticipated scores on ISTEP+.
7. Concern for AYP calculations.

## **Criteria for Determining Participation in the Alternate Assessment for Academic Competence in lieu of the general education assessment**

*The SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to apply in determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards. 34 CFR 200.6(a)(2)(iii)(A)(1)*

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards, on alternate academic achievement standards for academic competence, or on alternate achievement standards for independent functioning. If the CCC determines that a student will be assessed on alternate achievement standards, the CCC report must describe the reasons it is not appropriate for the student to participate in the general assessment or the modified assessment and include information in support of each of the criteria below. The committee must be informed that the decision to participate in an alternate assessment means that goals describing grade-level proficiency typical of students who intend to receive a high school diploma will not be included in the student's individual education program.

**CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on alternate academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)**

1. **Presence of a Disability:** There is empirical evidence of a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma. However, there is evidence that the student could achieve academic competence at a basic level.
2. **Intensity of Instruction:** Even when provided access to a differentiated general education curriculum, the student is unable to derive reasonable educational benefit without significant individualized modification to content and performance expectations.
3. **Curricular Outcomes:** The goals and objectives listed in this student's IEP focus on progress on academic skills that are prerequisites to the grade in which the student is enrolled. The student aspires to obtain skills necessary for entry level employment

### **EXCLUSIONS**

The CCC's determination that the student will be assessed on alternate achievement standards cannot be based on factors such as:

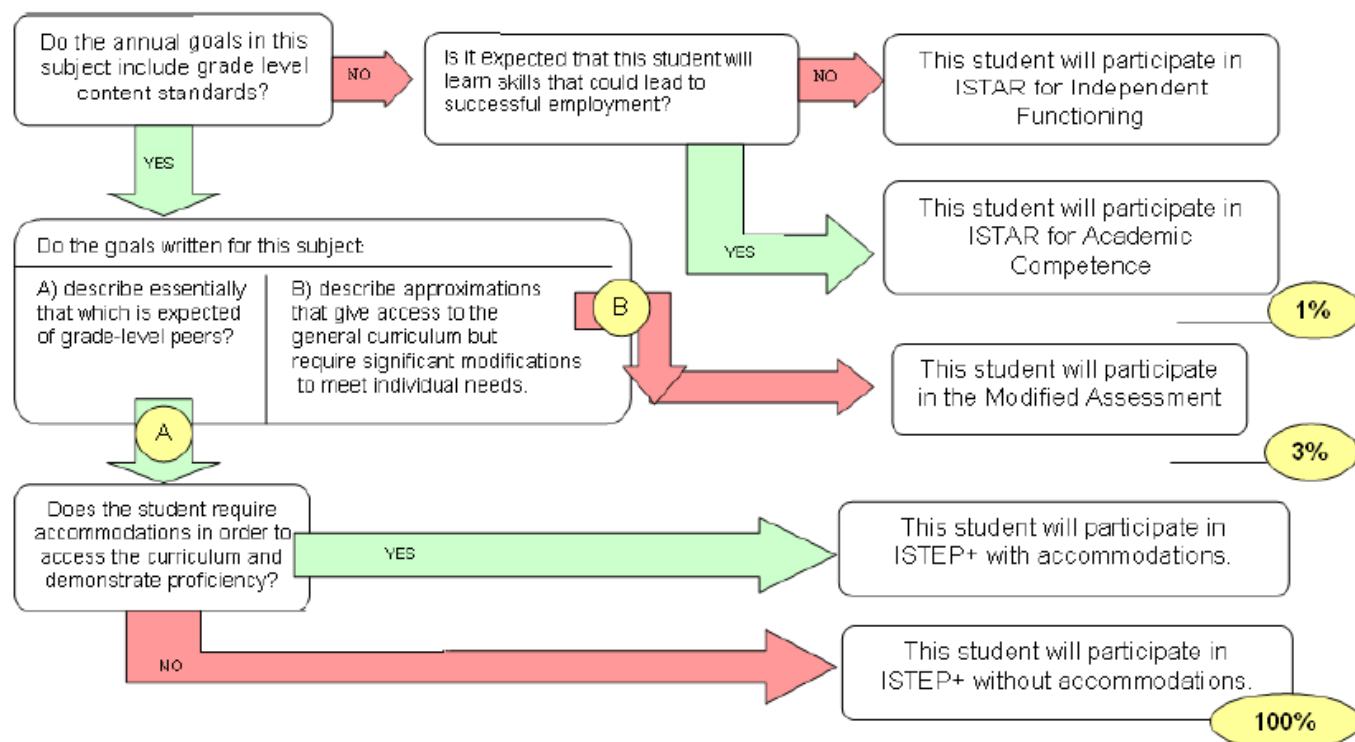
1. Excessive or extensive absences.
2. Social, cultural or economic differences.
3. The mere existence of an IEP or identification in a specific disability category.
4. A specific special education placement or service.
5. Emotional, behavioral or physical challenges.
6. Anticipated scores on ISTEP+.
7. Concern for AYP calculations.

## Criteria for Determining Participation in the State Assessment System through Alternate Assessments

Criteria	Alternate Achievement Standards for Independent Functioning	Alternate Achievement Standards for Academic Competence	Modified Achievement Standards for Grade Level Access
<b>1. Evidence of a Severe Cognitive Disability</b>	There is empirical evidence of a severe disability that precludes the acquisition of Indiana Academic Standards and a high school diploma.	There is empirical evidence of a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma. However, there is evidence that the student could achieve academic competence at a basic level.	The student receives special education services due to the presents of a disability. There must be evidence that the disability has prevented the student from achieving grade-level proficiency as measured by previous state test or other valid grade-level assessments.
<b>2. Intensity of Instruction</b>	Even with extensive, intensive, pervasive, frequent, and individualized instruction in all settings, the student is unable to acquire, maintain, generalize, and apply academic skills across environments.	Even when provided access to a differentiated general education curriculum, the student is unable to derive reasonable educational benefit without significant individualized modifications to content and performance expectations.	The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's case conference committee agrees that, even with appropriate instruction and services designed to meet the student's individual needs, the student is not likely to demonstrate grade-level proficiency within the same time frame as peers.
<b>3. Curricular Outcomes</b>	The goals and objectives listed in this student's IEP focus on progress within functional achievement indicators and extensions to the Indiana Academic Standards. The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals.	The goals and objectives listed in this student's IEP focus on progress on academic skills that are prerequisites to the grade in which the student is enrolled. The student aspires to obtain skills necessary for entry level employment. The student expects to earn a certificate of completion upon leaving high school.	The student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on the high school assessments or through the appeals process. Therefore the goals listed in the students individual education plan include content standards for the grade in which the student is enrolled.
	The student expects to earn a certificate of completion upon leaving high school.		The student expects to earn a high school diploma.
<b>AYP</b>	<i>Up to 1% of the population tested can count as "proficient" through these two alternate achievement measures.</i>		<i>The number counted as "proficient" in all three columns cannot exceed 3%.</i>

## Testing Decision

The following flow charts and tables may be useful in determining the most appropriate state



The following chart captures the circumstances that may support long-term decision making.

Intends to earn a High School Diploma		Intends to earn a Certificate of Completion	
		Intends to gain skills that would lead to successful employment.	Intends to gain skills that would lead to increased independence.
The student strives to demonstrate grade-level proficiency for the grade in which the student is enrolled.	The student is able to meaningfully access curriculum for the grade in which the student is enrolled, but is not likely to demonstrate grade-level proficiency within the same time frame as peers.	Even when provided access to a differentiated general education curriculum, the student is unable to derive reasonable educational benefit without significant individualized modifications to content and performance expectations.	Even with extensive, intensive, pervasive, frequent, and individualized instruction in all settings, the student is unable to acquire, maintain, generalize, and apply academic skills across environments.
The annual goals listed in the student's IEP address the student's educational needs. If these needs include academics, the annual goals are written for the grade in which the student is enrolled.	The annual goals listed in the student's IEP include content standards for the grade in which the student is enrolled. Additional needs may also be addressed as well.	The annual goals and objectives/benchmarks listed in this student's IEP focus on progress on academic skills that are prerequisites to the grade in which the student is enrolled. The student aspires to obtain basic skills necessary for entry level employment.	The annual goals and objectives/benchmarks listed in this student's IEP focus on progress within the extensions to the Indiana Academic Standards and functional achievement indicators. The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals.
ISTEP+ and End of Course Assessments	Modified assessment coming spring 2010 / End of Course Assessments	ISTAR for Academic Competence	ISTAR for Independent Functioning



# Indiana Assessment System

## Appropriate Testing for Students with Disabilities

<b>ISTEP+ without accommodations</b>	The General Assembly requires all students to participate in testing. Many students with disabilities are able to participate in ISTEP+ without accommodations.
<b>ISTEP+ with accommodations</b>	Appropriate accommodations may be provided for persons with disabilities in order to collect valid information on what the student is able to do. Approved accommodations, such as allowing for extended testing time, are listed in Appendix C of the ISTEP+ manual. These accommodations must also be provided routinely in classroom experiences.
<b>Modified grade-level assessment</b>	For students with aspirations to receive a high school diploma despite the inability to demonstrate grade-level proficiency at the same age as peers, the modified assessment gives access to grade-level content through easier instrumentation. In order to participate in this assessment, the student's I.E.P. must include goals that give access to grade-level content standards.
<b>ISTAR for Academic Competency</b>	Students with cognitive disabilities who have the potential to learn basic academic skills and who aspire to be employed upon graduation can participate in ISTAR for Academic Competency. This measure will assist in creating learning goals which are relevant to the student's individualized academic and functional strengths and needs. Students who participate in this assessment expect to earn a certificate of completion upon leaving high school.
<b>ISTAR for Independent Functioning</b>	For students with severe cognitive disabilities who are developing the most basic self-help and communication skills, the ISTAR for Independent Functioning provides the support team with assessment measures that capture progress toward living a more independent life. Students who participate in this assessment are seeking opportunities throughout their day to accomplish very individualized goals on their own.